

Birds: Fall Migration

Synopsis

K—6, upper



MN Academic Standards

supported during HNC program. More standards can be supported with pre- and post lesson activities.

Science

0.1.1.2.1 Observation of natural world
0.4.1.1.1 Observe plants and animals
0.4.1.1.2 Parts of plant/animals
1.1.1.1.1 Support answer with observation
1.1.1.1.2 Accurate descriptions
1.4.1.1.1 Sort animals by characteristics
1.4.2.1.1 Animal needs for survival
1.4.2.1.2 Habitats provide needs
2.4.1.1 Living things are diverse
3.1.1.1.1 Support claims with evidence
3.1.3.4.1 Use science tools
3.4.1.1.1 Growth, survive, reproduce
3.4.1.1.2 Observable characteristics
3.4.3.2.1 Inherited or acquired traits
3.4.3.2.2 Differences give advantage
5.4.1.1.1 Plant and animal structures
5.4.4.1.1 Beneficial and harmful human interactions with natural system

Math

K.3.1.2 Sort by shape, size, color and thickness

Language Arts

0.8.1.1 D, 0.8.3.3, 1.8.1.1 C, E, 1.8.3.3, 2.8.1.1 C, E, 2.8.3.3, 3.8.1.1 C, D, F, 3.8.3.3, 4.8.1.1 C, D, 5.8.1.1 C, D, 6.9.1.1 C, D

Authenticity

Students will observe actual migration happening as birds travel through Hartley Park.

Goals & Objectives

This program will:

- Highlight the major adaptations that set birds apart from all other creatures.
- Expose students to live birds and their behaviors in their natural habitat.
- Discuss the advantages experienced by birds that migrate and those that remain year-round.

Students will be able to:

- Identify 4 common bird species by sight or sound.
- Summarize how, when, and why birds migrate.
- Use binoculars to observe wild birds (3rd grade and up).
- Explain birds' unique adaptations (2nd +)

Activities

In the classroom

- Students will list adaptations that make birds different from all other animals.
- Students will discuss how and why birds migrate.
- If a bird bander is present wild birds may be trapped to give students an up-close view of bird adaptations.

In the field

- Students will identify birds seen in various habitats in Hartley Park. Field marks and calls will be pointed out.
- Students will use binoculars and field guides. (3rd grade +)
- Students will play games to highlight why birds migrate
- Other bird signs and information will be discussed during the hike. What foods might Hartley Park provide for migrating species? If nests, cavities, or feathers are found, what do they tell us about the birds that left them?

Bad Weather Alternative

- Live bird handling, banding, and release (If bird bander is available)
- Binocular and field guide use at windows (3rd grade +)
- Up-close look at preserved bird species
- An exploration of how a beak's structure can determine the foods a bird eats.